

Schoolwide Strategy: Academic Conversations



School Improvement Criteria	Coaching Look Fors / Success Criteria
<p><u>Attendance</u> Increase the number of students consistently engaging in face to face, remote, and blended learning environments.</p> <p>Establish and maintain an engagement incentive/recognition program (badges).</p>	<ul style="list-style-type: none"> Weekly attendance team meeting to identify students without consistent engagement and work with families to address barriers. Staff provide positive feedback to support engagement. Each week "badge" recognition will increase across the student body. <p>See pgs. 30 -33 in BIPH – "Students are actively engaged and motivated ... Students are active participants in their learning. ... given opportunities to interact with each other and the teacher to enhance learning and maximize participation... given choices. Pacing is appropriate. Content is made meaningful and relevant to the student..."</p>
<p><u>MTSSB</u> Increase the use of Effective Classroom Practices and school wide use of specific positive feedback.</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Behavior expectations are taught, modeled, practiced & reinforced proactively Teachers will use a 4 to 1 positive to corrective ratio Paw-Pats and badges reinforce student behavior and motivation Amount of lost instructional time is reduced <p>See pgs. 6-15 in BIPH – "The classroom environment is supportive of learning. Teacher shows warmth, care, respect and fairness for all students. There is evidence of strong relationships between the teacher and students. A community of learners has been established. Overall, the room is inviting."</p>
<p><u>Language Arts</u> Increase students identified as On-Track, CCR (to 25%), At or Above grade level norm (to 35% ELA & 53% SLA), and Meeting or Exceeding projected growth goals (to 50%).</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Learning goals with embedded language objective Students engaged in academic conversations with peers Students and teacher learn from each other as expressed with positive social emotional language Core resources, online tools, and DL curriculum guides used consistently Independent reading time and progress monitoring during intervention with targeted students are implemented consistently <p>See pgs. 46-49 in BIPH – "Student learning increases when students are provided opportunities to clarify their thinking and practice new strategies with support from their teacher and/or peers... Independent reading builds fluency, increases vocabulary, and builds background."</p>
<p><u>Math</u> Increase students identified as On-Track, CCR (to 22%), At or Above grade level norm (to 28%), and Meeting or Exceeding projected growth goals (to 50%).</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Learning goals with embedded language objective Students engaged in academic conversations with peers Students and teacher learn from each other as expressed with positive social emotional language Core resources and DL curriculum guides used consistently Evidence of productive struggle, discourse, and bridging of academic language <p>See pgs. 24-29 in BIPH – "Mathematics is a language, and as such must be encountered by reading, writing and speaking while emphasizing academic vocabulary, terminology, explanations, and justifying thinking in speaking and writing."</p>
<p><u>Science</u> Increase students identified as At or Above grade level norm (to 29%), and Meeting or Exceeding projected growth goals (to 51.6%).</p> <p>Increase the use of academic conversations and positive social emotional language by students and staff.</p>	<ul style="list-style-type: none"> Learning goals with embedded language objective Students engaged in academic conversations with peers Students and teacher learn from each other as expressed with positive social emotional language Core resources and DL curriculum guides used consistently Evidence of science and engineering practices and learning in each student's online interactive notebook <p>See pgs. 80-87 in BIPH – "Students frequently discuss, present, and write about possible hypotheses, predictions, analyses, findings, and ideas. Students include elements of the writing process in their lab reports, solutions to problem sets, and research findings."</p>

Staff Meeting Dates	Grade Level/Team/Department Meeting Dates
<p style="text-align: center;">2x per month 4:25 – 5:25 pm</p> <p style="text-align: center;">Dates TBD based on CoVid</p>	<p style="text-align: center;">Once every 10 cycle days during plan time</p> <p style="text-align: center;">Dates TBD based on CoVid</p>

District Professional Development Days

August Curriculum Days (1.0 day) –
 iPad Training by Apple
 SIP Planning
 MTSS-B
 Technology Committee
 OPS Curriculum Day – HMH Into Reading

September Curriculum Day (0.5 days) –

November 3rd Professional Development Day

April Professional Development Day

May Professional Development/Teacher Planning